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Module 4

**Justification:**

The intervention strategy I have chosen to best fit the needs for my organization was the middle cost strategy. This strategy incorporated the use of technology and addresses the issue of teacher training. Through a round table discussion at the end of the last school term, the issues with most of the ESOL inclusion teachers included not being properly trained to reach the students at their full potential. The teachers can now go to a training offered by the local university to meet this need. The curriculum director, Becky Ratts, stated, “I feel like this would be very beneficial and that once trained the teachers would have a wealth of knowledge to share with the students”. The purchase of the 15 iPods would incorporate the use of technology that can be geared to each student’s specific reading fluency needs and help potentially close the reading fluency gap.

**Strengths of Chosen intervention:**

* ESOL students would be given technology that will target their specific reading fluency areas. The apps for the iPods are fairly inexpensive and sometimes free. Most students already know how to use an iPod.
* In an article by Stansbury (2009), the iPods can improve the students’ grammar and fluency skills by listening to stories read to them.
* Training teachers on how to best educate the ESOL population will address the need of lack of teacher training to teach this sub group of students.
* This strategy is a medium cost strategy that could be funded with the current technology budget provided by Laural Heard the technology coordinator for our school.

**Limitations of Chosen Strategy:**

* The teachers being trained would need to travel after school hours to be trained. This may cause some teachers to not want to participate.
* Who would maintain the equipment? Would this fall on the hands of the technology coordinator or the classroom teacher using the iPods?
* If training is not continued with a new set of teachers the next year would the currently trained teachers always be the inclusion classrooms. Would this cause a burnout and limit the teacher’s ability to move from grade to grade or teach in other areas?

**Strengths of Strategy 1 (Low Cost):**

* The cost was very low.
* The coot could be consumed solely by the schools technology budget alone not needing to look for additional funding sources.
* The training will address the issue of lack of teacher training.

**Limitations of Strategy 1 (Low Cost):**

* Teachers will need to go for training after work hours.
* There is no compensation or stipend for this endorsement.
* This strategy only addresses the teacher training issue and not the issue of technology as well.

**I** chose not to select the low cost strategy for a number of reasons.First it only addresses on e of the issues causing the performance gap in ESOL students. The discussions with the group of teachers at the end of the school term agreed that ESOL students need more technology and resource time as well.This strategy only addresses teacher training which could improve reading fluency but only solving one part of the equation. This strategy would also only rely on the teachers using the skills they have learned. Without proper monitoring the school would have no way of knowing if the skills are being used. This training would also take a year to complete further prolonging the solution to the performance gap.

**Strengths of Strategy 3 (High Cost):**

* This issue meets the needs of all ESOL students
* Gives the students an additional resource to help improve their reading fluency levels.
* Addresses some teacher training by providing a resource teacher.
* Addresses the need for technology.
* Closer monitoring of the students.
* This could be a long term lab to benefit all students not just ESOL students.
* This strategy also addresses the issues of a skilled staff member to assist with the students

**Limitations of Strategy 3 (High Cost):**

* The cost is too high at a time when the school budgets are suffering.
* Money would need to be obtained through grants or other outside sources.

I chose not to use the high cost strategy for basically one reason and that would be cost. This strategy would be the icing on the cake to say that it meets all the issues discussed in the performance gap. Technology is incorporated, more resource time, and another skilled teacher. However there really would be no way to implement this strategy without at least grants and lots of begging.

**Project Manager Responsibilities**

My role as project manager in this project mostly consists of the idea of facilitator and change agent. My role as a manager will be limited due to the fact that many tasks needed to complete the project will need to be completed by the curriculum director and technology coordinator. However I can be the guide for the project. According to Januszewski and Molenda(2008) project manager serves to increase productivity, and to make sure the project will be a success. For the intervention I have chosen my role would be to make sure the teachers are attending the classes offered, I could hold short meetings monthly to analyze how the teachers are using their information in the classrooms. I would help oversee the use of the technology by making sure I can answer any questions the teachers may have and researching the most important apps suitable to for the ESOL students.

The role as a resource manager consists of keeping he resources available and up to date to get the most use out of them. Januszewski and Molenda reference a resource manger to a media specialist in a school. The media specialist keeps the information current and the technology and equipment running smoothly. For this project I would need to make sure the iPods are running properly, make sure the apps are appropriate for the students and come up with the best space in each classroom for the students to be comfortable while using the Ipods. As a resource manager I will make sure that as the teachers are going to their training that they are provided additional resources if available to use the skills they have learned. The students will be reassessed every six weeks to see if progress is being made to close the performance gap.

The delivery of the training for the teachers on the use of the iPods will be conducted by me and the technology coordinator. We will present the information through workshop type training during school hours. The teachers will be given an opportunity to proactive with the iPods and given information on the sites where the apps can be downloaded to use with their students. The training for the ESOL endorsement is conducted by the local university and consists of a combination of face to face courses and online instruction. All parties involved will meet weekly to discuss the progress and make sure everyone is seeing benefits. These meetings will be conducted by the project manager.

The ESOL students will be given weekly fluency tests. This information will be stored with the curriculum director and the teachers will be given weekly reports to see the progress. All students are given a STEEP reading fluency test three times a year the ESOL students in this program will be given a test every six weeks. This information will again be stored in the computer in the curriculum director’s office. All information collected will also be presented to the principal of the school to ensure that the performance gap is improving.

Resources:

Januszewski, A. and Molenda, M. (2008). Educational technology: a definition with

commentary. New York, NY: Taylor & Francis Group, LLC.

Stansbury, M. (2009). iPods help ESL students achieve success. *eSchool News.*  Retrieved from

http://www.eschoolnews.com/2009/05/11/ipods-help-esl-students-achieve-success/ on August 10.

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